# TABLE OF CONTENTS

The Institution................................................................................................................................. 1

Introduction and Brief History ........................................................................................................ 1

The Mission and Profile.................................................................................................................... 2

The Colleges of which the University is Comprised ..................................................................... 3

Library ............................................................................................................................................... 3

Technology........................................................................................................................................ 4

The School of Education .................................................................................................................. 4

Mission............................................................................................................................................. 4

Brief History of the School of Education of Loyola University Maryland..................................... 4

Academic Programs.......................................................................................................................... 5

Teacher Education Department and the Literacy Program.............................................................. 5

Loyola University Maryland Graduate Program Goals ..................................................................... 5

The Graduate Literacy Program ....................................................................................................... 6

Mission of the Literacy Program...................................................................................................... 6

Literacy Program Objectives and Standards.................................................................................. 6

Dispositions....................................................................................................................................... 8

Required Course Listings and.......................................................................................................... 9

Descriptions of Required Courses.................................................................................................. 11

Frequently Offered Electives............................................................................................................ 14

Praxis Requirements.......................................................................................................................... 16

Information Concerning Practicum .................................................................................................. 16

Accreditation..................................................................................................................................... 16

Orientation......................................................................................................................................... 16

Inquiries to Advisors and the Director.............................................................................................. 17
Communications between Loyola Faculty and Program Students.............................................. 17
Literacy Program Faculty................................................................. 18
Commitment to Recruitment of a Diverse Student Body ............................................. 19
Academic Integrity.......................................................................................................................................................................................... 19
Attendance.......................................................................................................................................................................................... 20
Assessment Within the Program.............................................................................................................................................................................. 20
Advising System................................................................................................................................................................................ 21
Advanced Standing and Transfer Credit.................................................................................. 21
Waiving of Course Requirements............................................................................................. 22
Loyola University Maryland Grade Designations................................................................. 22
Academic Standing, Probation and Dismissal........................................................................ 23
Professional and Academic Review for Candidates in the Literacy Program ......................... 24
Professional Assessment Form............................................................................................................. 26
Leave of Absence................................................................................................................................................................................ 28
Program Extensions......................................................................................................................... 28
Re-admission Policies and Procedures ...................................................................................... 28
Registration...................................................................................................................................................................................... 28
Dropping/Adding a Course ........................................................................................................... 28
Waiting Lists ........................................................................................................................................................................ 29
Appeal of a Grade................................................................................................................................................................................ 29
Graduate Financial Aid.................................................................................................................. 29
Honors and Awards....................................................................................................................... 30
Transcripts..................................................................................................................................................................................... 31
Bookstore .................................................................................................................................................................................... 31
Computer Facilities....................................................................................................................... 31
Career Development and Placement Center................................................................. 32
Counseling Center ....................................................................................................... 32
Disability Support Services .......................................................................................... 32
Joining Professional Organizations ............................................................................. 32
Live-Text ...................................................................................................................... 33
Cancellation of Classes ............................................................................................... 34
Locations for the Literacy Program ............................................................................. 34
The Institution

Introduction and Brief History

Founded in 1852, by Father John Early and eight other Jesuits, Loyola University Maryland is a Jesuit Catholic university that has as its mission to “inspire students to learn, lead, and serve in a diverse and changing world.” It is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university committed to education that looks critically at the human condition, raises fundamental questions about meaning, and promotes a love for learning and discovery. This Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach encourages the nourishment of a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected.

Loyola has experienced a remarkable transformation from a small male-only local college to a diverse, dynamic coeducational university providing undergraduate and graduate education to more than 6,000 students from across the nation and around the world. The University’s Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and with graduate programs focused on professional service and leadership. Loyola’s educational offerings are distinguished by emphases on academic achievement, on excellence in teaching, and on engaged, meaningful scholarship. With the emphases on both liberal arts undergraduate education and professionally oriented graduate programs, Loyola has become a comprehensive university.

In large part, Loyola attributes its remarkable expansion, development, and achievements of the past two decades to the implementation of its Strategic Plans. The broad campus input and the collaborative efforts among faculty, administrators, and staff brought the goals of these Plans to realization. The past two Strategic Plans, *Magis* (1996-2002) and *Great Resolves, Great Desires* (2002-2007), charted the course for Loyola’s latest transformation. *Magis* (1996-2002) helped make Loyola a Jesuit Catholic university of national standing. *Great Resolves, Great Desires* (2002-2007) provided students with the experiences, tools, and confidence needed to inspire a passion for intellectual inquiry and to produce students, and later professionals, prepared to transform the world. Beyond these achievements, *Great Resolves, Great Desires* provided the campus community with an important and enduring resource, Loyola’s Core Values Statement. This statement identifies and articulates 10 core values that define and express Loyola’s Jesuit Catholic identity. The statement has been widely disseminated and embraced within the
University as a standard for shaping programs and attitudes that are authentically grounded in the Jesuit Catholic tradition.

The current Strategic Plan, *Grounded in Tradition, Educating for the Future*, builds on the successes of past plans. Approved by the Board of Trustees in October 2008, after a two-year planning process, the Plan sets the direction for Loyola’s next period of advancement and achievement. The Plan is organized into five key areas critical to Loyola’s continuing achievement: Undergraduate Education, Graduate Education, Faculty Development, Community Engagement, and Athletics. While distinct in their specific requirements, these initiatives complement one another and together will help the University advance toward its overarching goal to become the nation’s leading Catholic comprehensive university.

In the increasingly complex and competitive environment in which Loyola pursues its objectives, it is more important than ever for the institution to communicate the depth and breadth of its programs accurately and completely. Loyola has been a comprehensive university with a growing array of undergraduate and graduate programs for more than 25 years. Because this identity was not reflected fully in the official designation, Loyola College in Maryland, the institution assumed a new designation, Loyola University Maryland, in August 2009. This change, while significant, does not signify a change in philosophy or direction, but rather is a more accurate reflection of the institution that Loyola has already become.

**The Mission and Profile**

Loyola University Maryland is a Jesuit Catholic comprehensive university that offers an education distinguished by excellent teaching and meaningful scholarship. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university educating students to look critically at the human condition, raise fundamental questions about meaning, and develop a love for learning and discovery. The Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach nourishes a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected. The University’s Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and graduate programs focused primarily on professional service and leadership.

The mission of the University states:

*Loyola University Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the*
development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.

At Loyola, this means that the curriculum is rigorous and faculty expectations are high. In addition to academic coursework, the Jesuit mission is carried out through a variety of programs and events sponsored by various University departments, including Campus Ministry and the Center for Community Service and Justice. Loyola aims to lead students, faculty, staff, alumni, and friends forward to pursue an examined life of intellectual, social, and spiritual discernment. In pursuing these goals, Loyola asserts a bold vision: that Loyola University Maryland will be the nation's leading Catholic, comprehensive university. The standards by which we measure that achievement include the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate which distinctly prepares graduates to succeed in any endeavor they choose to pursue; the scholarly achievements of the faculty; the recognition of academic peers; the intellectual and professional attainments and generosity of spirit of the alumni.

The Colleges of which the University is Comprised

Today Loyola is a university with three colleges. The school of arts and sciences continues with the name, Loyola College, and is formally called Loyola College of Arts & Sciences. The name of the business college is Sellinger School of Business and Management. The newest college is called the School of Education.

Library

In 1968, a corporation was formed by the College of Notre Dame and Loyola for the purpose of building and operating a library that would serve the two colleges. Land was deeded to the corporation by the colleges and a site at the center of the two campuses where the property of one college joined that of the other was selected for the building. The library opened on March 15, 1973 and was dedicated on May 12, 1973. In 1974 the library won a joint merit award of the American Institute of Architects, the American Library Association and the National Book Committee, and also a merit award of the Baltimore Chapter of the American Institute of Architects.

The Loyola/Notre Dame Library, opened in 1973, is a unique facility that provides information services and resources to support the educational programs and needs of both Loyola and the College of Notre Dame of Maryland. The Loyola Notre Dame Library’s web site is a gateway to a wide variety of information sources, including holdings, the library catalog and over 60 citation and full-text databases, all of which are available remotely. Among others, the Loyola/Notre Dame Library subscribes to the ERIC database through Cambridge Scientific Abstracts, with links to selected full-text journals as well as full-text ERIC documents through EDRS E*Subscribe. In addition, the library provides access to PsycINFO and PsycARTICLES, Mental Measurements Yearbook, Dissertation Abstracts, and the Social Science Citation Index. The
library is open 110 hours per week with hours until 2am Sundays through Thursday; Friday and Saturday the library is open until until 8pm. The library provides reference service and research consultations to students and offers instruction, by request of faculty, in information and research skills.

Technology

Our mission is to support, enrich and inspire the academic, social, and administrative experience of the Loyola community through dynamic partnerships and a focus on effective technologies in alignment with the University's mission and dedication to lifelong learning and caring for the whole person. Loyola has extensive services and support in the area of Technology. For information or help call 410-617-5555 or visit http://www.loyola.edu/department/technology-services/student-technology-center

Because this program has classes that are hybrid and some classes that are offered totally online, you will need a device that is capable of being used to video lessons you teach with small groups and individual students. The department prefers that you use an iPad, but other devices are also acceptable. While you will be given instruction in any technological device you are asked to use, it is our expectation that you will be responsible for the equipment needed and that you will prepare yourself to complete the technological pieces of the courses as they are offered.

The School of Education

Mission

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and cura personalis, the School of Education at Loyola University Maryland promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

The mission of the School of Education is consonant with the mission of Loyola University Maryland, aiming to educate students “to learn, lead, and serve in a diverse and changing world.” Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and cura personalis, the School of Education promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

A Brief History of the School of Education of Loyola University Maryland

The education program at Loyola began in 1946 as one of five majors leading to the Bachelor of Science in Social Science (BSSS) in the Evening School and Adult Education Division. This was the first unit of the College to admit both men and women to its programs. In fall 1949, through the efforts of Fr. John E. Wise, S.J., the Evening School and Adult Education Division became the Graduate Education and Evening School of Loyola College, and offered its first graduate degree program - a Masters of Arts in Education.
The purpose of graduate study in education was to “first, further training of teachers, counselors and administrators in public and private schools; second, the preparation for further research and study in education fields” (p. 32, 1949-50 Graduate Education and Evening School Catalog). In 1971, Education became a department reporting to the College of Arts and Sciences dean. In 2008, Loyola's Board of Trustees voted to move forward with a planned School of Education. Dean Murrell was hired in the summer of 2008 and the School of Education was officially dedicated on October 14, 2009.

Academic Programs

The School of Education offers both graduate and undergraduate programs. The Undergraduate programs are: Elementary Education Major, Secondary Education Minor, Combined B.A./B.S. -MAT Program and Special Education Minor. It offers the following graduate programs: Curriculum and Instruction, Educational Leadership, Educational Technology, Kodaly Music Education, Literacy Education (Reading Specialist), Master of Arts in Teaching/M.A.T., Montessori Education, School Counseling and Special Education. These programs are placed in two departments and one division. M.A.T. Program is housed within the Teacher Education Department of the School of Education.

Teacher Education Department and the Literacy Program

The Teacher Education Department houses the following programs:

- Undergraduate Major in Elementary Education
- Undergraduate Minor in Secondary Education
- Undergraduate Minor in Special Education
- Undergraduate Minor in Urban Education
- Combined B.A./B.S-M.A.T. Program
- Master of Arts in Teaching (M.A.T.)
- Literacy Education M. Ed. (certification as a reading specialist)

Loyola University Maryland Graduate Program Goals

Master Knowledge and Skills:

Master the skills, methods and knowledge appropriate to the discipline.

Synthesize knowledge using interdisciplinary approaches.

Acquire the tools to continue professional development and life-long learning.

Think Critically:
Access, analyze and evaluate information effectively.

Disseminate and communicate information effectively.

*Manifest Leadership and Social Responsibility in the Workplace and Community:*

Understand and value individual differences and have the skills for working effectively in a diverse and changing world.

Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.

Contribute professionally and personally to the broader community.

Consider issues of justice in making decisions.

**The Graduate Literacy Program**

The Literacy Program is broken down into three degrees. Two of these degrees confer an M. Ed. on the student upon completion: The Literacy Teacher Degree designed specifically for students who wish to remain in the classroom with stronger skills in the areas of teaching reading and writing to their K-12 students; the Reading Specialist Degree designed for students seeking certification as a Reading Specialist.

In addition to the graduate degrees, the Literacy Program also offers a Certificate of Study in the area of Teaching English Language Learners (TELL). The TELL certificate can be completed in three semesters. Currently, two of the five courses in the TELL program are offered online. Loyola University Maryland’s 15-credit Certificate in Teaching English Language Learners (TELL) cohort program is designed to address that need, assisting professionals—such as teachers, special educators, school administrators, school counselors, psychologists, reading specialists, or anyone working with English language learning clients or students—to develop practical skills and theoretical knowledge necessary for effective expertise in bilingual teaching, learning, and assessment.

**Mission of the Literacy Program**

The mission of the Literacy Program is to prepare educators in the area of literacy to be reflective educational professionals who facilitate the development and learning of all students as they lead, support and meet the changing educational needs in their communities.

**Literacy Program Objectives and Standards**

Successful graduates from the Literacy program will meet or exceed all standards required under [International Literacy Association](https://ila.org) (ILA) Standards as outlined below:
Standard #1: Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.


Standard #3: Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard #4: Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard #5: Professional Development. Candidates view professional development as a career-long effort and responsibility.

At this time, the Literacy Program is transitioning to new standards from the International Literacy Association. Some courses offered in 2018-2019 will have the new standards. These standards are:

STANDARD 1: FOUNDATIONAL KNOWLEDGE: Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, language, speaking, and listening and the integral role of the reading/literacy specialist in schools.

STANDARD 2: CURRICULUM & INSTRUCTION: Candidates use foundational knowledge to design literacy curricula that meet needs of learners, especially those with specific literacy needs; design and implement small-group and individual evidence-based literacy instruction for learners with specific literacy needs; collaborate with and coach school-based educators in developing, implementing, and evaluating instructional practices and curriculum.

STANDARD 3: ASSESSMENT & EVALUATION: Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

STANDARD 4: DIVERSITY & EQUITY: Candidates demonstrate knowledge of research and relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students’ identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
STANDARD 5: LEARNERS & THE LITERATE ENVIRONMENT: Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of digital and print materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

STANDARD 6: PROFESSIONAL LEARNING & LEADERSHIP Candidates are self-aware, lifelong learners who collaboratively design, align, and assess instructional practices and interventions that support students and professional colleagues; develop, refine, and demonstrate leadership skills; engage in collaborative decision making with and advocate on behalf of teachers, students, families, and communities.

STANDARD 7: PRACTICUM/CLINICAL EXPERIENCES Candidates in traditional, hybrid, and online programs complete a minimum of two supervised, integrated, extended practica/clinical experiences: one focused on intervention with students and the other on novice coaching. Candidates are supervised by highly qualified literacy professionals in practica/clinical experiences equivalent to a six-hour course.

Dispositions

In addition to the requirements from ILA, the students are required to exhibit the following dispositions throughout their educational career at Loyola:

- Sensitivity to others' needs and rights
- Personal maturity or emotional stability
- Ethical knowledge/behavior
- Professional attitude and practice
- Responsiveness to supervision
- Practicum/Internship performance
- Responsiveness to constructive criticism
- Oral communication
- Academic Honesty
- Academic Performance
- Attendance/Punctuality
- Teaching skills
- Interpersonal skills
- Appropriate behavior
- Foundational/core knowledge
- Motivation/perseverance
- Written communication

These dispositions will be assessed at the end of every course, with feedback being given to the students to assist in attaining the highest levels on these important qualities of teachers. Students who consistently show that they are not attaining adequate
progress in any area of the disposition checklist will be asked to undergo a Professional Assessment Review (PAR) with the chair of the department. (See page 23 of the handbook).

Required Course Listing

The required program of study for the M.Ed. in Literacy (Literacy Teacher) includes

BLOCK 1

RE 510 History and Foundations of Literacy Instruction
RE 523 Emergent Literacy and Literature
RE 531 Adolescent Literacy and Literature
RE 605 Principles and Practices of Teaching Writing

BLOCK 2 (Prerequisite Block 1)

RE 603 Language Literacy and Culture
RE 609 Disciplinary Literacy
RE 622 Guiding Classroom Instruction in Literacy
RE 737 Literacy Assessments I

BLOCK 3 (Prerequisite Block I & Block 2)

RE 670 Teacher Research and Inquiry *
RE 740 Literacy Leadership
RE 770 Literacy Education Seminar **

Candidates should complete each Block before proceeding to the next Block. Courses within a Block may be taken in any order unless otherwise stated.

* Prerequisite: RE737

** Prerequisite: RE737 and RE670

The required program of study for the M.Ed. in Literacy (Reading Specialist) includes

BLOCK 1

RE 510 History and Foundations of Literacy Instruction
RE 523 Emergent Literacy and Literature
RE 531 Adolescent Literacy and Literature
RE 605 Principles and Practices of Teaching Writing

BLOCK 2 (Prerequisite Block I)
RE 603 Language Literacy and Culture
RE 609 Disciplinary Literacy
RE 737 Literacy Assessments I
RE 740 Literacy Leadership

BLOCK 3 (Prerequisite Block I & Block 2)
RE 670 Teacher Research and Inquiry *
RE 739 Literacy Assessments II
RE 770 Literacy Education Seminar **
RE 758 Summer Practicum in Literacy (Prerequisites RE 737 and RE 739)

OR

RE 756 & 757 Practicum I; Practicum II (Prerequisites RE 737 and RE 739)

Candidates should complete each Block before proceeding to the next Block. Courses within a Block may be taken in any order unless otherwise stated.

* Prerequisite: RE737

** Prerequisite: RE737 and RE670

The required course program for the TELL program certificate includes:
RE525 Reading and Writing in the Linguistically Diverse Classroom
RE602 Second Language Development: Theory and Practice (ONLINE)
RE604 Methods for Teaching English to Speakers of Other Languages
RE603 Language, Literacy and Culture (ONLINE)
RE606 Assessments in Bilingual and Second Language Education
**Descriptions of Required Courses**

RE510 History and Foundations of Literacy Instruction  (3.00 cr.)

Students analyze and explore topics including various theories, processes, and models of reading; definitions of literacy; knowledge of language and cueing systems, metacognition, vocabulary, and comprehension; formal and informal assessment; and multiple instructional strategies adapted to the specific needs and interests of literacy learners K-12.

RE523 Emergent Literacy and Literature  (3.00 cr.)

Explores the major theories of language development, phonological processing, cognition, and learning as related to emergent and elementary literacy learners. In conjunction, current children’s literature is explored to support the development of young learners.

RE525 Reading and Writing in the Linguistically Diverse Class (3.00 cr.)

Offers an overview of the underlying concepts and practical skills needed for English learners (EL) to acquire literacy in English. Students learn methods and strategies for planning, implementing, and assessing reading and writing instruction for all ages and levels of EL students, from pre-literacy to academic skills. Special emphasis is placed on ensuring academic success for English learners in U.S. grade K-12 schools and beyond. Specific topics include reading comprehension, content-based instruction, vocabulary development, beginning reading skills (phonemic awareness and phonics), reading fluency, academic literacy, the writing process, and reading and writing assessment.

RE531 Adolescent Literacy and Literature (3.00 cr.)

Investigates the situated and multi-layered conceptualizing of adolescent literacy with an eye toward practical implications for teaching and learning inside and outside the classroom contexts. Current young adult literature is explored as a way to support adolescent learners.

RE602 Second Language Development: Theory and Practice (3.00 cr.)

Focuses on facilitating understanding of language and language use, especially as it pertains to learning and teaching with emerging bilingual K-12 students. It introduces linguistic topics such as phonetics, phonology, morphology, syntax, and semantics, as well as the interdisciplinary areas of psycholinguistics and sociolinguistics.

RE603 Language, Literacy and Culture (3.00 cr.)

*Prerequisite: RE 510, RE 523, RE 531.* Explores various social, cultural, and political aspects of language and language use, such as ideology; identity; language change, variations, and dialects; and classroom discourse. Students examine philosophies and theories of bilingual education.
policy, practice, and research. Topics include second language acquisition, English-only mandates, testing practices, and curricular programs.

RE604 Methods for Teaching English to Speakers of Other Languages (3.00 cr.)

Focuses on the theories and methods of second language teaching and learning, and develops skills in applying those methods to classroom practice through lesson plan development and demonstration. Students explore the techniques, strategies, and materials for delivering ESOL-focused instruction across the content areas. Students develop appropriate, research-based teaching strategies for application across language proficiency levels and grade spans.

RE605 Principles and Practices of Teaching Writing (3.00 cr.)

*Prerequisite:* RE 510. Introduces theory and research related to writing, its curriculum and pedagogy including the writing process, development of writing abilities, and writing instruction and assessment. This course explores the application of the literature to classroom practice at elementary, middle, and secondary school levels. *Closed to students who have taken RE 601.*

RE606 Assessments in Bilingual and Second Language Education (3.00 cr.)

Designed to give students a deep understanding of issues related to the testing and assessment of language minority students and offers practical suggestions for using assessment to inform student learning. Course content includes the study and evaluation of the means of assessing language and content proficiency, the consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment. Teachers evaluate the outcomes of their curricular and instructional changes on English language learners’ literacy and language proficiency. *The final course in the TELL program.*

RE609 Disciplinary Literacy (3.00 cr.)

*Prerequisite:* RE510, RE523, RE531. Introduces the research and application that addresses literacy as a tool for learning content area material. Students explore a wide range of strategies related to reading, writing, speaking, listening, and viewing. Particular attention is given to vocabulary, comprehension, study skills, and writing strategies for all learners, including struggling readers and English language learners.

RE622 Guiding Classroom Instruction in Literacy (3.00 cr.)

*Prerequisite:* RE 510, RE 523, RE 531. Explores procedures and research-based strategies for guiding literacy instruction in the general K-12 classroom for instructional improvement and student achievement. This course connects theory and practice.
RE670 Teacher Research and Inquiry (3.00 cr.)

Prerequisite: RE510, RE523, RE531, RE737. Investigates aspects of action research including choosing a topic to study, examining ethical issues, planning and implementing methodologies, conducting a literature review, becoming a reflective practitioner, and analyzing data.

RE737 Literacy Assessments I (3.00 cr.)

Prerequisite: RE 510, RE 523, RE 531, RE 601. Examines the processes, models, and instruments for assessing the literacy development of diverse learners. Students develop the ability to critically select, administer, and implement appropriate literacy assessments for the purposes of formal and informal data collection. Students also synthesize a variety of data points to facilitate curricular and pedagogical decisions. Students learn methods to effectively and professionally communicate assessment results and corresponding instructional plan suggestions with stakeholders including: teachers, administrators, parents, guardians, and advocates.

RE739 Literacy Assessments II (3.00 cr.)

Prerequisite: RE 510, RE 523, RE 531, RE 601, RE 609, RE 622, RE 670. This seminar-style course explores current topics and issues in literacy assessment at the individual and institutional level. Particularly, the course provides students additional opportunities to select and administer assessments for the purposes of facilitating curricular and pedagogical decisions. Furthermore, students learn to critically evaluate the impact of program, district, or state-wide assessment decisions on students, parents, teachers, administrators, and other stakeholders.

RE740 Literacy Leadership (3.00 cr.)

Prerequisite: RE 510, RE 523, RE 531, RE 601, RE 609, RE 622, RE 670. Examines the role of the reading specialist as a literacy leader as it relates to students, parents, staff, and other stakeholders. Analyzes current trends as they affect the role of the reading specialist.

RE770 Literacy Education Seminar (3.00 cr.)

Prerequisite: RE 670, RE 737, RE 739. Students explore current issues in literacy education using a seminar approach and complete individual action research projects initiated in RE 670. This course emphasizes effective written and oral communication skills and the ability to collect, interpret, organize, and report research. In addition, students design a professional development proposal focused upon an original area of research.

RE756 School Year Practicum in Literacy I (3.00 cr.)

Prerequisite: RE 670, RE 737, RE 739. Engages students in a school based clinical experience applying the theory and pedagogy learned throughout their coursework. Candidates administer assessments, analyze data, make instructional decisions, and collaborate with colleagues and peers in the program. This practicum is implemented at the candidate’s school or community site.
with a small group of struggling literacy learners (3-5) and is facilitated online. Candidates also produce professionally written reports to parents or guardians of the literacy learners in the small group. Candidates are required to receive a B- or better in RE737 and RE739 in order to register for this practicum. RE 756 and RE 757 constitute the full internship required.

Pass/Fail

and

RE757 School Year Practicum in Literacy II  (3.00 cr.)

Prerequisite: RE 670, RE 737, RE 739, RE 756. Engages students in a clinical experience applying the theory and pedagogy learned throughout their coursework. Candidates administer assessments, analyze data, make instructional decisions, and collaborate with colleagues and peers in the program to improve instruction in literacy learning. This practicum emphasizes literacy leadership through implementing the coaching cycle, promoting shared leadership, and exploring techniques for providing meaningful feedback to peers. This practicum is implemented at the candidate’s school or community site with a one student aged 6-13 and is facilitated online. Candidates also produce professionally written diagnostic reports. Candidates are required to receive a B- or better in RE737 and RE739 in order to register for this practicum. RE 756 and RE 757 constitute the full internship required. Pass/Fail

or

RE758 Summer Practicum in Literacy  (3-6.00 cr.)

Prerequisite: RE510, RE523, RE531, RE601, RE609, RE622, RE670, RE737, RE739. The culminating experience of the reading specialist program. Participants assess and instruct two “summer scholars” (K-12 students) in all aspects of literacy. Reading and writing strategy work is a major focus.

Frequently Offered Electives

GC622 School Counseling at the Secondary Level (3.00 cr.)

Prerequisite: GC700, GC701, GC704. Focuses on skills that school counselors need at the secondary level. Programs, activities, and techniques specific to adolescents and experienced at the secondary level are studied. Participants gain an understanding of the secondary school culture, driven by content, high stakes testing, student achievement, and social and emotional health.

GC624 Stress and Stress Management (3.00 cr.)
Prerequisite: GC700, GC701, GC704. Emphasizes the basic theories, causes, and prevention and intervention practices related to stress. Careful consideration is given to evaluating sources of stress and the acquisition of management skills for dealing with stress.

GC709 Counseling in the Elementary School (3.00 cr.)

Prerequisite: GC700, GC701, GC704. For those students who plan to function as counselors in elementary schools. Emphasizes theories and practices which are unique to guidance and counseling activities in such a setting.

SE 761 Introduction to Special Education (3.0 cr.)

Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on etiology, characteristics, interventions, technology, and research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the various local, state, and federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

SE769 Teaching Students with Special Needs in the Regular Classroom (3.00 cr.)

Strategies and materials for teaching exceptional students in the regular classroom. Emphasis on recognizing learning and behavioral characteristics, and on meeting those challenges in the general education setting.

ET605 Introduction to Educational Technology (1-3.00 cr.)

Examines applications of traditional and emerging technology to the curriculum with an emphasis on the use of technology as an instructional tool to enhance the quality of classroom instruction and facilitate the work of the teacher. Includes hands-on experience with a variety of technology as well as discussions of the place of technology in school reform. This laboratory-based course provides hands-on computer experience in class and requires extensive computer work outside of class. M.A.T. program students may opt to take this course for one credit. Completing this course for one credit does not fulfill any non-elective or prerequisite requirement outside of the M.A.T. program.

AD786 Instructional Leadership in Literacy for School Leaders: Creating a Culture of Literacy in Schools and Communities (3.00 cr.)

Focuses on literacy as a sociocultural and developmental process, as well as the effective methods of applying research to practice. Aspiring and current school leaders are provided with various strategies to lead literacy initiatives in a school at both the elementary and secondary
levels. Topics include, but are not limited to, the history and perspectives on literacy education; the development of balanced literacy programs; the evaluation of literacy curriculum; instruction and assessment; and the use of formative and summative assessment systems in literacy.

AD662 Leadership, Supervision and Professional Development  (3.00 cr.)

Examines the essential role that the educational leader plays in the development and implementation of relevant and appropriate professional development and effective supervision of instructional staff in order to improve student achievement. The foundation for this course is the Maryland Instructional Leadership Framework, the National Standards for Educational Leaders, and the National Standards for Staff Development.

Praxis Requirement

For those students who are graduating with a degree as a reading specialist, the program requires a passing score on the Reading Specialist Praxis Exam (5301). You will need to independently sign up for this exam through the ETS. Loyola’s program requires a score of 158 to pass. Because the state of Maryland does not require this exam for certification, ETS will not automatically send your scores to Loyola. You will need to download a pdf of your scores and send them via email to your advisor. In general, students take this praxis exam in their last semester in the program.

Information Concerning Practicum

At the end of the Reading Specialist Track, students either take RE 756 and 757 (Practicum I and II) or RE 758 (Summer Practicum). The practicum consists of a period of assessment as well as 10 lessons with either a small group or an individual. The practicum courses both take place online.

Accreditation

The Literacy Program is accredited by the National Council of Accreditation for Teacher Education (NCATE) and Maryland State Department of Education (MSDE), as well as the International Literacy Association (ILA). In 2007, the Education Department was accredited by NCATE and the Maryland State Department of Education (MSDE). Only students who have completed three years in K-12 teaching and graduate from Loyola's Reading Specialist Degree Program are eligible for certification as Reading Specialists through MSDE.

Orientation

Orientation sessions for students new to the literacy program are held annually. All students new to the literacy program must attend. The purpose of the orientation is to convey essential information regarding the program and its requirements. Students are
informed of activities that are offered to graduate students by the Office of Student Development. Students are also informed about how to receive help from the Writing Center should they have problems producing papers. Information sessions for students interested in the Literacy Program are held throughout the year.

**Inquiries to Advisors and the Director**

Any inquiries from prospective students should be sent to the office graduate admissions or the director of the Literacy Program. Inquiries from admitted students about current program policies and procedures can be directed to the student’s adviser, the director of the literacy program and/or the chair of the department of Teacher Education. The best way to contact the directors of the literacy program is to email at literacy@loyola.edu

**Communications between Loyola Faculty and Program Students**

Official communication between the student and the Literacy Program are conducted via US mail. Much of the information needed by students new to the program is also available on the School of Education web site http://www.loyola.edu/school-education. The web site of the Literacy Program can be accessed directly at http://www.loyola.edu/school-education/academics/graduate/literacy-reading

Students enrolled in an academic program are given an email account. Students can call 410-617-5555 to determine their user name and password. Students can access e-mail accounts either through on-campus computers or home computers with internet access by going to the main internal Loyola web site (www.loyola.edu). Email accounts can also be accessed through the inside Loyola page (inside.loyola.edu).

Finally, program announcements will be placed on the Literacy Program Moodle page which should be available to you through inside Loyola in the list of Moodle courses you are enrolled in. The co-directors of the Literacy Program are also committed to sending a newsletter update every eight weeks. This update will contain information that is important to you and your success in the program. Please be sure to read this as it comes.
## Literacy Program Faculty

<table>
<thead>
<tr>
<th>Full Time</th>
<th>Affiliate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristina Collins, Literacy Division Director for Loyola Clinical Centers</td>
<td>Jessica Bernacki, Affiliate Professor</td>
</tr>
<tr>
<td>B.A. University of Maryland Eastern Shore</td>
<td>B.S. Towson University;</td>
</tr>
<tr>
<td>M.S. Towson University</td>
<td>M.Ed., Loyola University Maryland</td>
</tr>
<tr>
<td>Afra Hersi, Associate Professor, Chair of the Teacher Education Department</td>
<td>Diana M. Healy, Affiliate Professor;</td>
</tr>
<tr>
<td>B.S., Radford University;</td>
<td>B. A. Loyola University Maryland;</td>
</tr>
<tr>
<td>M.Ed., Boston College;</td>
<td>M. Ed. Loyola University Maryland</td>
</tr>
<tr>
<td>Loretta Holmberg, Visiting Lecturer</td>
<td>Hannah McDonald, Affiliate Instructor of Education</td>
</tr>
<tr>
<td>Bachelor of Laws, University of Wales</td>
<td>B. A. Loyola University Maryland;</td>
</tr>
<tr>
<td>B. S. Lock Haven University of Pennsylvania</td>
<td>M. Ed. Loyola University Maryland</td>
</tr>
<tr>
<td>M. S. Johns Hopkins University</td>
<td></td>
</tr>
<tr>
<td>Mark A. Lewis, Associate Professor;</td>
<td>Caitlin Michels, Affiliate Instructor of Education</td>
</tr>
<tr>
<td>B.A., Christian Brothers University;</td>
<td>B.S. University of Delaware</td>
</tr>
<tr>
<td>M.A., M.Ed., Northern Arizona University;</td>
<td>M. Ed. Loyola University Maryland</td>
</tr>
<tr>
<td>Ph.D., University of Colorado at Boulder</td>
<td></td>
</tr>
<tr>
<td>Leah Katherine Saal, Assistant Professor; Co-Director of Literacy Programs;</td>
<td>Jenny Obrebska, Affiliate Professor</td>
</tr>
<tr>
<td>B.A., M. S., Ed. S., M. A., Ph.D., Louisiana State University</td>
<td>B. A. De Montfort University (U. K.)</td>
</tr>
<tr>
<td></td>
<td>Postgrad Certificate Canterbury Christ Church University College (U. K.)</td>
</tr>
<tr>
<td></td>
<td>M. Ed. Reading Specialist, Loyola University Maryland</td>
</tr>
<tr>
<td>Wendy M. Smith, Professor, Co-Director of Literacy Programs;</td>
<td>Kerry Raup, Affiliate Professor;</td>
</tr>
<tr>
<td>B.A. SUNY at Geneseo;</td>
<td>B.S., Loyola College in Maryland;</td>
</tr>
<tr>
<td>M.Ed., UNC at Chapel Hill;</td>
<td>M.Ed. Reading Specialist, Loyola College in Maryland</td>
</tr>
<tr>
<td>Ph.D., University of Wyoming</td>
<td></td>
</tr>
<tr>
<td>Margarita Gómez Zisselsberger, Assistant Professor</td>
<td>Sedrick Smith, Affiliate Professor</td>
</tr>
<tr>
<td>B.A., Boston College; MS Ed., SUNY at Binghamton;</td>
<td>B. A. Loyola University Maryland;</td>
</tr>
<tr>
<td>Ph.D., Boston College</td>
<td>M.Ed. Reading Specialist, Loyola University Maryland</td>
</tr>
<tr>
<td>Jennifer Zwillenberg, Visiting Assistant Professor</td>
<td>Kaitlyn R. Weinberger, Affiliate Professor</td>
</tr>
<tr>
<td>B. A. Brandeis University</td>
<td>B.S. at Towson University</td>
</tr>
<tr>
<td>MAT Johns Hopkins</td>
<td>M.Ed., Loyola University Maryland</td>
</tr>
<tr>
<td>M.Ed. Loyola University Maryland</td>
<td></td>
</tr>
<tr>
<td>Ed.D. University of Pennsylvania</td>
<td></td>
</tr>
</tbody>
</table>
Commitment to Recruitment of a Diverse Student Body

The Literacy program faculty members strive to attract and retain students of diverse backgrounds and value the richness of experience such diversity brings to all students and faculty in the Literacy program and Loyola. The University’s Diversity Statement in the graduate catalogue reads:

*Loyola University Maryland values the benefits in diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. As a community, the University actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.*

Academic Integrity

Loyola is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible persons. The University seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among its students and faculty within the University community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola College in all respects.

The faculty is responsible for presenting a syllabus indicating all work in a course, the conduct of examinations, and security of tests, papers, and laboratories in connection with courses and programs of the University. Faculty members remind students at the first meeting of each class of the standards of behavior and conduct to which they are expected to adhere.

The University expects every student to behave with integrity in matters relating to both the academic and social aspects of the College community.

Students assume a duty to conduct themselves in a manner appropriate to the College of Education’s mission as an institution of higher learning. The first obligation is to conscientiously pursue the academic objectives that they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of ideas, or the language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, 5th Edition)

The student’s second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or materials or giving unauthorized assistance or materials for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, notes (unless specifically permitted by the instructor) on tests, papers, laboratory reports or computer programs.

Whenever evidence of a possible violation of academic honesty on the part of a student is found, the course instructor shall review the evidence and the facts of the case promptly with the student. The instructor shall determine the appropriate sanction to be imposed. If the student does not accept the decision of the instructor, the student can request that the instructor communicate promptly a written charge setting forth the essential facts of the case to the Chair of the instructor's department. The Chair’s decision about the sanction is final. For additional information please refer to this section in the graduate student catalogue: Academic Integrity.

Attendance

Attendance at all classes is a prerequisite to doing well in this graduate program. Many class sessions are devoted to interactive group work and class discussions. Because of this, learning cannot occur if you are not in attendance. For an eight-week class, missing more than one class will most likely result in a lower grade for the class and missing more than two classes will most likely result in a failing grade for the class. For a sixteen-week class, missing more than two classes will most likely result in a lower grade for the class and missing more than four classes will most likely result in a failing grade for the class. Further, excessive tardiness will also most likely result in a lower grade for the class.

Assessment Within the Program

As an accredited program, we are obligated to assess students on multiple levels throughout the program. We have instituted the following assessments that will be gathered and used for accreditation purposes:

- Key assessments throughout the course-work. Currently, there are seven key assessments that are given throughout the program. These assessments occur within the following classes: RE510, RE603, RE609. RE670 and 770, RE758, RE737, and RE740. These assignments are collected through our assessment system, LiveText. (LiveText is explained more fully on page 31 of this handbook.) Faculty members
regularly review these assessment data, looking for ways to improve our teaching and the outcomes for students.

- All students are required to take the Reading Specialist Praxis Exam (5301). You will need to independently sign up for this exam through the ETS. Loyola’s program requires a score of 158 to pass. (The details on this exam are outlined on page 13 of this handbook.)
- Students will be assessed at the end of each course with the Professional Assessment Review Checklist (found on page 24 of this handbook). This assessment will allow faculty to assess behaviors and dispositions, ensuring that all students who graduate from Loyola University Maryland with a Reading Specialist degree meet the highest standards as set by our accrediting body.

**Advising System**

When a student is admitted to the Literacy Program, an adviser is assigned. The adviser's name will appear in the letter of acceptance received by the student. The adviser has the following responsibilities:

- Approval of course enrollment: Courses must be approved by an adviser each semester. This avoids costly errors and ensures that students take prerequisite courses and sequential courses in the correct order, and at the prescribed time in their program. Mail-in registrations are automatically processed through the adviser as they arrive.
- Approval of program extensions and/or change of program between Literacy Teacher/Reading Specialist/CAS.
- Approval to take up to six (6) credits of course work at another accredited graduate school.
- Approval of graduation application.

**Advanced Standing and Transfer Credit**

Advanced standing toward a degree or certificate program may be granted for graduate courses that have been taken in other accredited graduate schools within five years of the date of admission to graduate study at Loyola. The maximum number of credits allowed for advanced standing is six (6), and the student must have a grade of at least a "B" (3.000) in each course under consideration. A written request for advanced standing, and an official transcript must be submitted by the student to the adviser.

Loyola graduate students wishing to take courses at another accredited graduate school must obtain prior written approval from the adviser. No more than a total of six (6) credits from advanced standing and/or transfer will be accepted toward the degree. A grade of at least a "B" (3.000) must be received for each course transferred to Loyola.
Under exceptional circumstances, courses may be transferred after beginning degree work at Loyola.

**Waiving of Course Requirements**

Students entering the degree program with a previous Master's degree must complete the total number of credits stated in the current catalogue. However, with the adviser's permission, courses taken during the previous Master's degree do not need to be retaken. With the approval of the adviser, electives may be substituted in lieu of previously taken courses. In addition, specific course requirements may be waived by a student's adviser upon request of the student in writing. The adviser's written approval will be sent to the student and the records office. In the event a course requirement is waived, an elective course must be substituted in its place.

**Loyola University Maryland Grade Designations**

Loyola’s official grading scale for graduate students follows:

- **A** Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.
- **B** Good. Denotes work that meets the objective for the course and intellectual command expected of a graduate student.
- **C** Unsatisfactory. Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade.
- **F** Failure. (See Academic Dismissal)
- **I** Incomplete.
- **W** Withdrawal. Denotes authorized departure from the course without completion. It does not enter into the grade point average calculation.
- **L** Listener. (See Audit Policy)
- **GL** Grade later. Denotes the first semester is completed in a two-semester course for which a full year grade is issued.
- **NG** No Grade. Denotes grade to be submitted later or a course for which no credit or grade is given.
- **P** Pass. Denotes satisfactory work, a "B" (3.000) or better, in an ungraded course.

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.000; A- = 3.670; B+ = 3.330; B = 3.000; B- = 2.670; C+ = 2.330; C = 2.000; F = 0.000. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by the total credits taken. Under no circumstances will a student be
permitted to graduate unless the QPA is 3.000 or higher. Honors are not awarded in graduate programs.

The Records Office mails official grades to the students. No grades are given in person or over the telephone. Grade reports are not released to students who have not settled all their financial obligations with the University or who have borrowed and not returned equipment and supplies such as library books and athletic equipment. Students can also access grades on WebAdvisor.

**Academic Standing, Probation and Dismissal**

It is the student’s responsibility to make certain that the minimum QPA requirement of 3.000, which is a B average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. The receipt of one F (0.000) will result in dismissal from the program. In Loyola University and the School of Education the accumulation of two grades of C+ (2.330) or lower will result in dismissal from the program.

A student has the right to appeal an academic dismissal. A written request for appeal, including the grounds for appeal, must be made within 30 working days after the notice of dismissal. Students enrolled in liberal studies or an MBA program appeal to the appropriate academic program director. Students in all other programs appeal to the appropriate department chair. If a dismissal involves a grade appeal, then both the appeal of the dismissal and the grade appeal must be filed no later than 30 days after the close of the semester. A grade review and appeal must be completed before the dismissal appeal can proceed. (See Appeal of a Final Grade Section). Deficiencies reported by faculty during the Internship could require an interim withdrawal from clinical experience until such time as a program of remediation, developed by the Professional Assessment Review Committee and agreed to by the student’s Professional Development School Coordinator, has been completed to the satisfaction of all involved faculty. For more information on these topics, please see the appropriate section of the Graduate Student Handbook: Academic Standards and Dismissal.
Professional and Academic Review for Candidates in Teacher Education Programs

In addition to academic performance, students must possess appropriate emotional maturity and the professional, ethical, and interpersonal skills to be an effective teacher. Dismissal from an initial certification program can occur at any time when it is determined that personal or professional limitations will prohibit a student from becoming a successful teacher. Faculty are bound by an ethical code to ensure that the quality of professionals entering the field remains high and must act to prevent unqualified, incapable or incompetent students from gaining entrance to the field. Students will be assessed by faculty at two transition points before Internship I to identify strengths, areas for improvement, and recommendation for continuation in the program. In such instances when a faculty member has substantial concerns about or evidence of student personal, academic or professional limitations, that faculty member will report the matter to the Chair of the Teacher Education Program through the use of a Professional Assessment Form (see page 25).

The Chair may convene a Professional and Academic Review (PAR) panel to hear the evidence and the student may appear before the panel to present additional evidence.

Ordinarily the PAR panel is comprised of the Chair and two other full-time faculty members, including the student’s advisor if this is a full-time faculty member. Faculty members putting forth the complaint or evidence are ordinarily excluded from the PAR panel. If substantial evidence of personal or professional limitation is found to exist, sanctions stemming from the PAR hearing ordinarily involve a warning, suspension with a required program of remediation, or dismissal from the program. The decision of the PAR panel is final; however, should the decision of the PAR panel result in academic dismissal, the student may appeal the decision to the Dean of the School of Education under standard provisions of the School’s academic dismissal procedure.

In addition, the Professional Assessment Review Form (PAR) for Candidates in Teacher Education Programs (see page 25) provides an opportunity for program faculty to raise a concern about academic or nonacademic student professional and personal development in order that the noted deficiency can be addressed in a developmental manner (e.g., advisement, consultation, and counseling). Program faculty may submit written deficiency warnings at any time. The Chair of the Teacher Education Department reviews all deficiencies with the student's advisor.

Deficiencies reported by two or more faculty, or deficiencies in two or more areas reported by a single faculty member, mandate a program of remediation as determined by the chair, in consultation with and approved by at least two other faculty members, which may include the advisor. This program of remediation may involve a temporary suspension from the program until such time as the Chair and advisor may determine. A student's failure to comply with the remediation plan or inability to make necessary progress while engaging in a program of remediation will result in dismissal. Appeals will be handled according to procedures described above. Refer to the following Professional Assessment Form for Candidates in Teacher Education Programs for a listing of areas assessed.
Student conduct within the classroom and at PDS placements must conform to high standards of professional conduct. Faculty members have the responsibility to develop and maintain a classroom environment conducive to learning and reflective of professional dispositions and conduct. As such, faculty members have the right to dismiss a student from any class for disrespectful, dishonest, dangerous, or unprofessional conduct. Furthermore, under circumstances of substantial or repeated misconduct, faculty members have the right to withdraw (i.e. remove) a student from the course. Students who threaten or cause harm to a Loyola faculty member or student will be immediately dismissed from the University. Likewise, students engaged in Practicum or Internship who threaten or cause harm to a school system employee, student, or parent will be immediately dismissed from Loyola.

For students in the Reading Specialist Graduate Program, the PAR checklist (Disposition Checklist) will be used at the end of each course to evaluate students’ conduct and dispositions. Directors of the program will monitor this assessment and will conduct formal Professional Assessment Reviews for any students who have multiple checks on the Disposition checklist over more than one semester, or who receive a check in an area of immediate concern.
Professional Assessment Form
For Candidates in Teacher Education Programs

Directions to faculty: List the name of the candidate about whom you are concerned. Check the area(s) in which you perceive a deficiency. Make comments as appropriate, meet with the candidate and give the candidate the PAR procedure form; ask the candidate to sign the form. If the candidate does not sign the form, document the meeting date. Once you have met with the candidate forward this form to the department chair.

Candidate Name: ____________________ Class Year: ______

Date: _______

The following are professional competencies recognized to be important to the development of effective educators. Faculty have identified below areas of concern and potential growth as part of successful completion of the Teacher Education program.

☐ Sensitivity to others' needs and rights  ☐ Academic Performance
☐ Personal maturity or emotional stability  ☐ Attendance/Punctuality
☐ Ethical knowledge/behavior  ☐ Teaching skills
☐ Professional attitude and practice  ☐ Interpersonal skills
☐ Responsiveness to supervision  ☐ Appropriate behavior
☐ Practicum/Internship performance  ☐ Foundational/core knowledge
☐ Responsiveness to constructive criticism  ☐ Motivation/perseverance
☐ Oral communication  ☐ Written communication
☐ Academic Honesty
☐ Other: Please specify: ________________________________

Comments: ______________________________________________________________________________________

______________________________________________________________________________________________

Signature below indicates: 1) the candidate and the Professional and Academic Review Panel met on the noted date; and 2) the areas of concern and potential growth listed above were discussed.

______________________________________________________________________________________________

Faculty Name:__________ Faculty Signature: ________________________________
Candidate conduct within the classroom and at PDS placements must conform to high standards of professional conduct. Faculty members have the responsibility to develop and maintain a classroom environment conducive to learning and reflective of professional dispositions and conduct. As such, faculty members have the right to dismiss a candidate from any class for disrespectful, dishonest, dangerous, or unprofessional conduct. Furthermore, under circumstances of substantial or repeated misconduct, faculty members have the right to withdraw (i.e. remove) a candidate from the course. Candidates who threaten or cause harm to a Loyola faculty member or candidate will be immediately dismissed from the University. Likewise, candidates engaged in Practicum or Internship who threaten or cause harm to a school system employee, student, or parent will be immediately dismissed from Loyola.
Leave of Absence

A student requiring a leave of absence must make a request in writing to the department chair and receive written permission for the leave of absence for a specified period of time. The terms under which the student returns are stated in a letter from the department chair or the appropriate administrator.

Program Extensions

It is expected that the graduate program will be completed in five years or less. In the event that personal or professional reasons do not allow this, the student may apply for a program extension of up to one year. If an extension is granted, the student is allowed to finish the program started, even if changes are made in course requirements.

Re-admission Policies and Procedures

If students fail to enroll for three consecutive semesters, they must reapply by submitting another application form and the current fee. This reactivates the student's file and alerts the adviser that the student will be re-enrolling. Students will not be permitted to register beyond the first semester after their return if the application process is not completed. Students are urged to see their advisers as soon as re-admission has been granted, because re-admission requires the student to adhere to the program of study in the catalog at the time of re-enrollment.

Registration

Early registration is begun approximately two months prior to the first day of class for each semester. Final registration is typically held one to two weeks prior to the first day of class. Your adviser must approve all course selections. Students can obtain adviser approval prior to, or after, submitting payment to the Business Office. Generally graduate students receive permission from their advisor after submitting payment and registration forms. Because spaces fill up quickly, students are encouraged to register as soon as possible after receiving registration materials in the mail. Web registration is possible for all students after being enrolled in a program of study for at least one semester.

Dropping/Adding a Course

Students who need to add or drop a course must complete the appropriate form. Forms can be obtained by contacting the Coordinator of Graduate Records at 410-617-2106. Failure to drop a class in a timely manner can lead to a forfeiture of tuition.
Waiting Lists

In the event a course is closed, students can ask to be placed on the waiting list and will be admitted to the course if space becomes available, or a new section is opened.

Appeal of a Grade

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be received by the University no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result of the grade review, normally within 10 working days of receipt of the student’s request. If the student is still not satisfied, the student should make a request, in writing, within 10 working days of receipt of the instructor’s resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

If the instructor does not accept the recommendation of the department chair, then the chair will appeal to a two-member panel to resolve the issue. The panel will consult all parties concerned with the case and then vote either for or against the recommendation of the department chair. The decision of the panel is final. If the vote of the panel is split, the original grade stands. To see this policy as stated in the graduate school catalogue, please click here for the graduate catalog information on grades.

Graduate Financial Aid

The office of financial aid administers several types of financial assistance for graduate students from federal, state, institutional and private sources.

Subsidized and unsubsidized loan assistance is available through the federal government and private lenders. Assistantships are available through several academic and administrative departments. Additionally, individual departments offer a limited number of merit-based and need-based grants to assist students with their education expenses.

Currently enrolled students may view their financial aid and student account information by accessing the "Financial Profile" section of WebAdvisor.

Explore the Graduate Financial Aid web site for more detailed information on the types of financial assistance available to graduate students, eligibility criteria and application procedures.
Individual departments may have direct-hire employment opportunities. Contact your advisor for more information. There is also a payment plan, contact the business office of Loyola University for more information.

**Honors and Awards**

*The Father Wise Award*

The Father John E. Wise, S. J. Award is given to one graduating master's student in the Education Department each year who demonstrates the most outstanding academic performance and community, professional and religious service.

Nominations from the faculty are submitted in writing to the committee, using forms distributed by the committee.

Students who are nominated submit the following information to the committee:

- Application form
- Evidence of participation in religious/community/professional activity
- Statement of their philosophy of education

The committee evaluates the information submitted by the student along with data related to the student's academic performance.

*Kappa Delta Pi*

Students in the Literacy program are eligible to apply for membership in Alpha Gamma Zeta, the Loyola University chapter of Kappa Delta Pi, the education honor society. Applications are due in the fall of each academic year and letters detailing the application process will be sent through the academic advisor.

*Literacy Leader Award*

Once a student has graduated from the literacy program he or she is eligible for the Literacy Leader Award, an annual award given to a graduate from Loyola’s literacy program who:

- Promotes literacy within the school, local, state, or national community
- Demonstrates innovation in practice
- Exhibits principled leadership within the school or community
- Models lifelong learning as a member of the professional literacy learning community

For more information on this award, please see: [http://www.loyola.edu/join-us/literacy-leadership-awards](http://www.loyola.edu/join-us/literacy-leadership-awards)
Transcripts

Students' academic records are maintained in the Records Office. Grade reports are issued at the end of each semester and the academic record is available for student inspection during regular office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the students; these transcripts do not receive the University Seal or the signature of the Director of Records. Official transcripts transmitted directly to another college or university or other official institution or agency receive the seal of the University and are signed by the Director of Records. Transcripts will be issued only upon the written request of the student concerned. Telephone requests to issue transcripts cannot be accepted. Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. Loyola University will not assume responsibility for transcripts that are delayed because they have not been requested in time or the student has an outstanding debt with the University. Transcripts will not be faxed nor will they be issued during the last week of registration or the first week of classes.

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola University. If that information is needed, the student must go directly to the issuing institution or agency. Loyola University reserves the right to withhold a diploma and transcript if there is an outstanding debt with the University.

Bookstore

The University Bookstore, Barnes and Noble can be found at all locations where courses are offered. Information on books for individual courses can be accessed through WebAdvisor.

Computer Facilities

Loyola has extensive computer facilities for student use. Computer labs are found at all locations where courses are taught. These facilities are available for use at both graduate campuses even when the building is not open. Students can use their identification cards to get into the building and the computer labs. There is a charge for printing at the computer labs. Each semester, students are given $25 toward printing through their identification cards. This equates to 500 copies. Additional funds can be added to the swipe card by calling technology services and following their directions (410-617-5555)
Career Development and Placement Center

The services of the Career Development and Placement Center are available to all Loyola students, graduates, and alumni/ae. Students are welcome to meet by appointment with a career adviser to explore the resources of the Placement Center located in the DeChiaro College Center, West Wing, First Floor, 410-617-2232; e-mail: cdpc@loyola.edu; website: http://www.loyola.edu/thecareercenter Evening hours are available.

Counseling Center

The staff at the Loyola College Counseling Center offers confidential, goal-oriented group and individual counseling to help students address academic, personal-social and career exploration and decision-making concerns. Further information can be located at http://www.loyola.edu/department/counseling-center

Disability Support Services

The Office of Disability Support Services (DSS) provides services for students with disabilities, which ensure access to all university programs and activities.

Official documentation of disability may be required to determine whether and what kind of special aids or adaptations may be helpful. For additional information call 410-617-2062. Faculty members are not able to make accommodations for disability if a student is not registered with DSS. In addition, it is the policy of the university to not allow retroactive accommodations.

Joining Professional Organizations

Literacy students are encouraged to join one or more professional associations! The following organizations welcome students at substantially discounted dues, and encourage participation in all activities:


An active subscription to LiveText will be a requirement for all students entering the graduate literacy program during or after the fall semester 2011. Students will be expected to purchase LiveText during the semester when they first take a course utilizing this software package. Purchase of a subscription in LiveText will also be an option for those of you who are not in your first year with Loyola. In the upcoming semesters, an increasing number of courses will require the use of LiveText for submitting class assignments. LiveText accounts can be purchased at the University Book Center. This one-time purchase, which is comparable in price to the cost of a textbook, lasts the duration of your time at the School of Education and one year following program completion (up to a period of five years, with an option to extend your subscription). Because your LiveText membership will last at least a full year after program completion, you will be able to use your electronic LiveText portfolio in the job seeking process.

As you progress through your program, you will find that LiveText allows you to work more efficiently, communicate effortlessly, and grow academically. Benefits for students include:

- Unlimited digital storage accessible via the web (which eliminates the need to purchase external jump drives);
- Ability to create professional electronic portfolios that can be easily shared;
- Ability to submit major assignments and receive feedback electronically;
- Resources, including a rubric maker, searchable standards, assignment templates, and more;
- Personal file manager, which allows you to upload and manage external files, such as MS Office, PDF, videos, pictures, and text documents – and which includes labeling capabilities to make document management easy; and,
- Add on also available: Learn360® teacher education resources: This web-based digital video library is comprised of thousands of K-12 core-curriculum videos, video clips, newsreels, audio and video speeches, still images, and audio files. Award-winning producers PBS, National Geographic, Standard Deviants, Slim Goodbody, Sunburst Visual Media™ and dozens of other educational video content producers provide this best quality, standards-based content - searchable by state standards, preferred media formats, grade levels, and subject areas. Learn360® also offers play list creation and is the only streaming service to provide slide show capability.
Cancellation of Classes (weather related)

In case of inclement weather, Loyola posts notice of cancellation on its web site. Students can also see alerts on local television stations or call 410-617-2000.

If you are taking a course off-campus, be sure to check the website/information for that site. If your site has cancelled classes/activities for the day or evening, your class will be cancelled even if Loyola is not closed.

Instructors have been asked to have on-line sessions or work for students when classes are cancelled as it is often impossible to make up that time. Whenever a class is cancelled, be sure to check your Loyola email to ensure that you do not miss online assignments or announcements from your instructor.

Locations for the Literacy Program

Timonium Graduate Center

2034 Greenspring Drive
Timonium, Maryland 21093
410-617-1500
Take I-83 to Exit 16A, Timonium Road East.
Make first right on Greenspring Drive.
Turn right again into Timonium Campus (approx. 100 yards).

Columbia Graduate Center

8890 McGaw Road
Columbia, Maryland 21045
410-617-7600
From I-95, follow 175 West toward Columbia.
Turn left onto Snowden River Parkway then make a right at the second traffic light onto McGaw Road. Follow McGaw past Apple Ford making a right into the Center's parking lot just past the Gramophone store.

Loyola/Notre Dame Library

200 Winston Avenue
Baltimore, MD 21212
410-617-6800

From downtown Baltimore:
Take I-83, the Jones Falls Expressway to Exit 9, Cold Spring Lane, East. Drive east on Cold Spring Lane past Charles Street and the Loyola University campus. At the intersection of York Road and Cold Spring Lane, the second light after Charles Street, turn left* and proceed to the first traffic light, Winston Avenue. (There is a McDonalds on the left far corner). Turn left onto Winston Avenue and drive to the end of the road. Parking is available in front of the Library.

*While most of the classes for the Literacy Program are taught at one of the graduate centers, occasionally, the practicum is conducted at the Loyola/Notre Dame Library.